Wellesley College News

VOL XXXVI — WELLESLEY, MASS., MAY 31, 1928 — No. 30

University President Comes to Address 1928

Commencement festivities will start off with June Play and continue in the usual order, as follows:

June 15, 7:45 P. M.
Paola and Francesca...Alumnae Hall
June 16, 3:00 P. M.
Garden Party.....President's Lawn
June 16, 7:45 P. M.
Paola and Francesca...Alumnae Hall
June 17, 11:00 A. M.
Baccalaureate Address
Houghton Memorial Chapel
Address by Rev. C. W. Gilkey
Vesper Service
Houghton Memorial Chapel
Hour of Music
June 18, 3.00 P. M.
Garden Party Alternate
June 18, 8 P. M.
President's Reception...Tower Court
June 19, 11:00 A. M.
Commencement of 1928
Alumnae Hall
Address by
Sir Robert Falconer, K. C. M. G.
President of the University of Toronto
June 19, 4:00 P. M.
Students' Aid Society Meeting
24 Founders Hall
June 19, 6:00 P. M.
'28 Class Supper.....Alumnae Hall
June 19, 8:00 P. M.
Alumnae Assembly ....Alumnae Hall
June 19, 11:00 P. M.
Midnight Step Singing.

Many classes will be having reunions and will be living in the various dormitories on Campus and in the village as listed below:

'75—21 Ad. Building
'83—Tower Court
'88—Tower Court
'93—Claflin
'98—Severance
'03—Tower Court
'08—Beebe and Shafer
'13—Dower and Homestead
'18—Cazenove and Pomeroy
'23—Norumbega, Wilder and Fiske
'25—Noanett
'27—Washington

The classes in the Hygiene Department holding reunions are: '93, '90, '03, '08, '13, '18, '23, '25, '27.

Paola and Francesca Cast Announced By Barnswallows

Cast for June Play

Giovanni .....Emily Goehst
Paola .....Margaret McCarty
Francesca .....Elsbeth Thexton
Lucrezia .....Helen Steers
Constanza .....Ruth Stephens
Tessa .....Helen Petit
Nita .....Julia Lilly House
Mirra .....Natalie Burgraff
Valentino .....Catherine Cast
Corrado .....Evelyn Pierce
Lugi .....Barbara Hopkins
Marco .....Pauline Jones
Messenger .....Dorothy Richards
Angela .....Martha Hall
Pulci .....Jean Poindexter

Minor Parts

Servant (Acts 1 and 2) Dorothy Richard
Two Soldiers (Act 2)..Katherine Sater
Two Couriers (Act 3)
Elizabeth Woltman
Carlo (Acts 3 and 4)....Agnes Addison
Two Girls (Act 2).....Louise Neill
Two Girls (Act 3).Margaret McJennett
Lady's Maid (Act 3)....Ruth Stephens
Girl (Act 3).....Natalie Burgraff

Supers

Retainers: Gretel Arndt, Edith Gluck, Betty Haven, Mary Powers, Florence Sawyer, Augusta Stanton, Eleanor Watt.

Ladies-in-Waiting: Betty Hansen, Georgina Johnson, Betty McGowen, Anne Sherrard, Polly Smith.

Corruption in Schools And Colleges Disclosed

A new problem in the educational system of the country, one that has arisen in just the last ten years, was recently brought to a merciless light by the hearings conducted by the Federal Commission, under authority of the Senate resolution of inquiry into the utility industry.

It appears that the youth of the nation, from public school children to college and university students, is being brought up to favor private ownership of utilities, and minimum regulation. It appears that college professors and text-book authors, regardless of their personal convictions formulated after careful research, are being influenced to preach the propaganda of opposition to public ownership, and it is unsparingly disclosed that in consideration of their great services to the various public utilities corporations, "subsidies have been offered and taken." So we are informed by *The New Republic* of May 16, in a frank revelation of the findings of the commission, entitled "The Power Trust Bends the Twig."

The pay-roll of the utilities now includes the names of all college professors who are "right" on the question of public ownership, authors of textbooks, publishers and paid writers who make it their business to produce diatribes against proposed legislation interfering with the companies' interests.

Organized Work in Schools

The definite organization of these questionable efforts to educate our youth to be the sort of citizens desired by the public utilities dates back to the years just after the war. The National Electric Light Association initiated proceedings by appointing a Committee on Co-operation with Educational Institutions. Since that time, hundreds of others have been appointed with similar intention.

In 1925, Mr. Samuel Insull, prominently identified with utility interests, was delivering addresses at Illinois University on "Why So Many Bright Young Men Enter the Public Utility Industry" and at Northwestern University on "Requirements for Success."

Surveys of textbooks, of which one conducted in 1923 included inspection of 105 books, were followed by campaigns to replace the poisonous "socialistic" ones with new ones satisfactory to advocates of private ownership, thus "supplying the capitalist system with a literature of its own!" The prospect of twenty million school children growing up to be twenty million enemies of the industry was so appalling, that action had to be set on foot.

A certain report of one of these committees who pursue their task with unrelenting energy favored more subtle methods than letters and addresses; personal contact was the best method of approach to the institutions of higher learning. Personal interviews with instructors would succeed in informing them that certain facilities, data and service were at their disposal to aid them in their teaching.

JUNE PLAY

PAOLO AND FRANCESCA

Alumnae Hall **7:45 P. M.**

June 15th and 16th

Tickets must be called and paid for at the El Table,

Friday, June 1st

COMING EVENTS

Tree Day is to begin at 3:30, and classes form in line for marching on Norumbega Hill at *three o'clock*. The seniors are expected to wear their caps and gowns. The rest of the college will wear pastel shades. There should be no bright reds, greens, purples or the like since they would clash with the general soft tone of the pastel shades, and spoil the harmonious effect.

IMPORTANT

If it rains on Tree Day, the celebrations will be postponed until Monday, when the exams for that day will be scheduled to be: in the morning from 8:30 until 11, and in the afternoon from 12:30 until 3 o'clock. If it rains on Monday, this exam schedule will be followed on the next clear day.

The Final Act of this college year will take place during the next two weeks! Admission is free, indeed everyone is urged to come, though we fear some will be urged to leave afterwards. But the good girls will probably get through safely, and the bad girls shouldn't be here anyway, so study hard. It won't be long now.

Float Night begins June 1 at 7:15. The order of events is as follows:

Crew Competition
Parade of Class Crews
Formation of "W"
Crew Song
1931 Boat Christening
Awards
Pageant
Varsity
Fireworks

The pageant, which is taken from Arabian Nights stories, will float by in this order:

1. Schererezade
2. Ali Baba
3. Enchanted Horse
4. Aladdin Worshipping the Lamp
5. Hassan and the Bird Maidens
6. The Maiden and the Jewels
7. The Fisherman and the Rock
8. The Magic Carpet
9. Sinbad in the Valley of Diamonds

Wellesley Junior Explains Value Of Study In France

Dorothy Johnston, 1929, who has been in France for her Junior year, broadcasted the following speech from the Eiffel Tower on May 21st:

What An American Student Gains In France

This is the first time that the Delaware Foreign Study Section has been in a position to express its attitude toward the year of study in France to a large number of its French friends. We hope that our audience today may be very large, from no selfish motive, but merely from a sincere desire to publish the more widely our appreciation of the very real benefits which this year has brought to us. What these benefits are will doubtless become more clear to us in the coming year when we are once more returned to our colleges in the United States. But of some we are already aware. Today, we shall try to describe them to you.

Some of our young ladies might tell you that their most obvious gain during this year has been an increase in weight. American students thrive on French cooking. The dresses we brought with us last summer are no longer large enough. And this we might regret were it not for the pleasure of replacing them with the Parisian models of which every American girl dreams.

Not Diverted by Fashions

We have tried nevertheless not to

(Continued on Page 2, Col. 1)

Outing Club Plans To Push All-Year Activity

After a recent Intercollegiate Outing Club Conference, the A. A. board has decided to reorganize and improve the Outing Club here. Up until now the only activity of the Club has been the holding of Winter Carnival. In the new Club a program is planned which starts early in the fall and continues into the spring.

The following brief outline of the plans foretells a new interest in the outings which will have variety enough to cover some hobby of almost everyone. A Freshman week is to come early in the fall when there will be feeds, hikes and shore trips. Canoe trips up the Charles, a winter carnival and winter swimming, will offer the aquatic devotee many opportunities. Paper chases and riding will fill the horse-lover's needs. There will be overnight trips to the shore which promise the fun of complete relaxation. Also the winter carnival will take its usual place in winter activities.

Owing to the locality of Wellesley it is impossible to either acquire or build a cabin, as some of the other colleges have done. Otherwise this programme includes the best points from a number of the other Outing Club programmes.

The organization will be headed by the vice-president of A. A., who will automatically become Chairman of the outings. The executive board is entirely separate from the A. A. board but its decisions must pass through the hands of the chairman to the A. A. board before direct action is taken. The board will have three acting bodies. There is to be a publicity manager who will also be treasurer of special trips and confer with the publicity managers from each class. The class representatives, besides spreading publicity among their classmates, will each have charge of several of the activities. Miss Ruth Elliot is the faculty representative. The dues are to be included in the regular A. A. dues, with extra charges for special events such as shore trips. The suppers are to be free on hikes and other local trips. The new organization is starting its work early in the fall and promises to make the out-of-doors much more inviting than it has been.

FAMOUS SCHOLAR WILL TEACH HERE

Dr. Espinosa, Student of Spanish Folk-lore, To Give Courses In Poetry and Drama

Professor of Romanic Languages at Leland Stanford University, and a distinguished Spanish scholar, Dr. Aurelio M. Espinosa comes to Wellesley as visiting Professor next year and will teach courses in Spanish Poetry and Romances and Spanish Contemporary Drama.

Besides teaching, Dr. Espinosa has given much time to collecting Spanish folklore both in Spain and America. A descendant of Spanish families that settled in New Mexico in the Seventeenth Century, Dr. Espinosa after receiving his education at the Universities of Colorado and Chicago became Professor of Romance Languages at the University of New Mexico. Then in 1920, having been commissioned by the American Folklore Society and the Junta para Ampliacion de Estudios of the Universidad Central of Madrid, he went to Spain and traveled for six months throughout the various provinces collecting and studying the folklore. He spent most of his time in the provinces of La Montana, Castile, and Andalucia. The collections he made there include about three hundred versions of popular tales and some two hundred versions of popular ballads or romances. Stanford University has published these folktales in three large volumes, and another volume, a comparative study of the materials, is now being prepared. *Language*, the official organ of the Linguistic Society of America is now publishing a linguistic study of the folktales. Dr. Espinosa has also given time to collecting Spanish folklore of New Mexico, California and Porto Rico, and twenty of his articles on these materials have been published in the *Journal of American Folklore*, *Revue Hispanique* and *Revue de Dialectologie Romane*. A number of his special researches in Spanish dialectology and versification have been printed in the *Revue de Dialectologie*.

Dr. Espinosa was one of the chief organizers of the American Association of Teachers of Spanish and is now its President. Until a year ago, he edited *Hispania*, the official organ of the Association, which he had also founded. He was President of the American Folklore Society in 1923 and 1924, and now he is associate Editor of *Language* and of

(Continued on Page 3, Col. 2)

Sedum Pruinosum and *Leviathan* Flourish Side By Side Amid Conservatory's Tropical Life

"See America first" we are told, and even Wellesley has sights which are worth walking for. Those who are weary of seeing America and long for foreign atmosphere may satisfy their longings by a trip much briefer and less expensive than the C. I. E. tour. The Botany building is really not far away.

Its external beauties, such features as the handsome waterfall, which the irreverent have remarked to be turned off at night, are known to many. The casual passerby may also have observed the attractive planting, paths bordered with purple Iris, which lead to the Conservatory itself. But it is inside the steamy glass walls themselves that the realist may find atmosphere for a novel of Romance and Adventure in the South Seas, Pago-Pago, or the African Gold Coast. The visitor shrinks back in instinctive horror from the long, snaky roots hanging from the ceiling. The warm, moist atmosphere is reminiscent of all those "sinister" descriptions in tropical literature. Underfoot there again would seem to appear the ancient enemy of Eve, for so real is the illusion of southern wilds that one half expects the long, black hose in the floor to slither slowly along, draw itself into a coil, raise up its end, and stare at one with two bright, malignant little eyes. . . . The sudden realistic hiss of a steam radiator adds to the thrill.

The dear little sensitive plant will provide hours of harmless amusement. In the botanical Swimming Pool, the department has stolen a march on the Athletic Association. The water plants residing there seem highly contented with their home. Besides, a great deal of instructive data can be gleaned from the strange and gorgeous blooms. Imagine the surprise of learning that *Leviathan* resides in a flower pot three inches in diameter, and that *Sedum Pruinosum* has nothing whatever to do with fruit for breakfast!

'29 WINS SONG COMPETITION; NO INDIVIDUAL AWARD GIVEN

Song competition at step-singing last Tuesday night provided ample entertainment, if not too thrillingly close competition. After a preliminary song or two—in which Helen Attwill was aided by a most obliging canine assistant—the seniors, moving to the less dignified junior steps, began the event of the evening.

Although the order of classes, beginning of course with '28 and then skipping back to '31, seemed rather queer, we were convinced before the singing was finished that it was a most appropriate one. For that musical cheer, which always keeps us listening in awed silence to its echo, has taught us that Wellesley step-singing must have no anti-climax; and certainly if the juniors had not sung last, the other classes would have sounded pitifully weak and ineffective. The notes of the Tree Day Song really approached golden-throatedness when '29 sang them. The leading was an excellent piece of work—and we suspect that song practises must have been faithfully attended!

Among the individual songs there was no such outstanding leader. There was, in fact, none that equalled last year's prize winner; and Mr. Macdougall, before he awarded the twenty-five dollar prize to '29, announced the judges' decision that none of the individual contributions merited a prize. We enjoyed them all, however—the seniors' usual plaint of busy-ness, with a sprightly, if not exactly appropriate chorus; the juniors' touching love lyric—through we were a trifle worried about their wearing those nice summery white coats on such a damp and dreary evening—; the sophomores' crew song, with effective harmony; and the freshmen's questionnaire as to the attributes of that much-discussed creature, the Wellesley girl. In spite of the almost rainy weather and the lack of serious rivalry, song competition was a pleasant entertainment. The judges were Mr. Macdougall, Mr. Proctor, and Miss Balderston.

WELLESLEY JUNIOR EXPLAINS VALUE OF STUDY IN FRANCE

(Continued from Page 1, Col. 3)

give too great a proportion of our attion to the latest French styles and other features which attract the great crowds of tourists. The aim of the Foreign Study Section is to give to certain students specializing in French language and its literature a more intimate knowledge of French life and French points of view than they could get from textbooks or a touristic survey of France during a few summer weeks. We came here to live and work as French students do, and to receive in our studies the more rigid intellectual formation for which the French schools are noted. The order and precision with which French students are early trained to think aroused our admiration from the start. After three months' arduous training at Nancy and continued practice here at Paris, we begin to feel that your professors have put us in the way of thinking according to Cartesian principles. This training will greatly lighten the work for the remainder of our college courses. Those of the Delaware students who intend to become instructors in their turn will recall the example of their French professors in attempting to organize clearer and more interesting lectures.

Understanding of French Civilization

The year has strengthened our habits of comprehension; it has also broadened and deepened our comprehension of the French civilization. What was a disconnected assemblage of vague information before we came, has gradually assumed a definite order, political changes, movements in Art and Literature have taken their rightful places in our memory.

Paris is the ideal place to study French civilization. In its theaters, art galleries and historical monuments we find the illustrations of every phase of our study. We appreciate the privilege of visiting Notre Dame after reading Victor Hugo's novel, of reviewing the last days of Marie Antoinette in her cell at the Conciergerie, of discussing the recent elections with the families who have taken us in, not as mere pensionnaires but as real members. This greater ability to understand French civilization has inevitably brought with it the ability and the desire to understand other civilizations. All Europe, in country after country, seems to open out before us, inviting us to travel farther and learn more. And perhaps, the best thing we have gained from our contact with French civilization is a better perspective on our own. After this year we shall never believe that America is the only place in the world to live; and more important, we will go back prepared to evaluate properly the advantages our country has given us and which hitherto we have taken too much for granted.

Experience Widened

With so many observations fermenting in our minds, and so many experiences at work to transform our ideas of the world in general and France in particular, it might not appear strange if in our young enthusiasm we should go back home and say "Now, We Know France!" Yet, I believe no member of the Foreign Study Section would have the pretention now to offer any opinion on France and the French as unquestionable. No one is going to write a book explaining France. If we dare write at all, it will be only to record our individual reactions to a new environment and another civilization. So many preconceived notions about this country have been destroyed by real contact, so many first impressions have proved false on longer experience that we have learned to condemn nothing on first evidence. This year has taught us to keep our eyes open and our mouths shut, and not think we have fallen in with barbarians because there is not a telephone in every house

However, besides our new and serious habits of thought, our more or less comprehensive acquaintance with French civilization, and our widened experience, in which, you may have noticed, we take enormous pride, we must not forget to acknowledge the great store of pleasant memories which the year in France has given us. How many pictures we have carried away in our mind's eye from our journeys through the mountains, along the seacoast of your "belle France." And even these happy experiences have been surpassed by the good times which French friends have given to us. Your courses, your monuments, your scenery would not alone have filled us with the assurance of real gain. It is the generous hospitality of the French people which has made the real happiness of this year. Numberless receptions and entertainments have given us constant enjoyment; and our daily life has been enriched by real friendships. Tourists may go back with as good a notion as ours of France as she appears from the exterior; but we have gained a better portion because we are leaving a part of our hearts here with you in France.

Announcement

The following sophomores are going to France from Wellesley for their junior year:

Rachel Campbell
Margaretta Bokor
Marjorie Boyle
Natalie Disston
Lenore Fain
Alice Gutman
Anne Huffman
Helen Scribner
Marjorie Stone

FAIL?

Macb.—If we should fail—
Lady M.—We fail!
But screw your courage to the sticking-place,
And we'll not fail.
—*Shakespeare.*

In the lexicon of youth, which fates reserves
For a bright manhood, there is no such word as fail.
—*Lytton.*

JAPAN IS CALLED SPHINX IN CHINA'S PRESENT CONFLICT

"Around Peking and the rivalries of generals the Chinese civil war has lately begun to centre," says the *New York Times* of May 27.

Present leadership in the Kuomintang is pledged to moderation, to stand for negotiation as against the extremists who will want an immediate overturn. And, most important, the autonomy plank in the Nationalist platform contains nothing to which the powers in principle at any rate, are not already committed. It seemed probable, even a month ago, that these international questions at issue in China might be solved without serious difficulty.

Japan's Position

But the tactics of the Japanese put this in doubt. At least from the Chinese point of view Japan's intervention in Shantung and her gesture in Manchuria constitute a threat to the international agreements relative to China, which have given post-war sanction to the aspirations of the Chinese and have helped to maintain some measure of stability in Eastern Asia. The upset of these arrangements would be of concern to all the powers, since all of them, particularly the United States, had a hand in making them and have a stake in their maintenance.

This *status quo* in regard to China is not a result of the settlements that come out of the World War. The Treaty of Versailles, whatever it did for Europe, produced more problems than it solved in the Far East. Only Japan benefited—and the gains proved dubious. Japan definitely was out to benefit. The war had provided her imperialists with an unparalleled opportunity. They acted with alacrity to improve it. A Japanese expeditionary force speedily ousted the Germans from Shantung. Established in the German position, Japan began a policy of penetration throughout the province more intensive than any that Germany had ever proposed.

Her next move was more comprehensive. In 1915 the Japanese Ambassador in Peking served on China the now famous Twenty-one Demands. With these in full operation the Chinese Republic would have become, in fact, a dependency of Japan. But the premature publication of the demands prevented their full enforcement. The most offensive were withdrawn; the remainder, backed by an ultimatum, China was obliged to accept, and, by their acceptance, to grant an extension of Japanese authority in South Manchuria.

Finally, at Versailles, Japan found sanction for her special position in China, and Shantung Province, instead of reverting to the Chinese, formally passed under the domination of the Japanese.

But the Versailles settlement, for China, was short-lived. The anti-Japanese boycott of 1919 and 1920 revealed an articulate national consciousness in China that could not be ignored. The necessity for some sort of international adjustment was apparent. This readjustment, for China and the Far East, came at the Washington Conference in 1921. Nine nations signed a contract to preserve the integrity of China. To that end two principles were agreed to. First, America's generation-old doctrine of the Open Door was brought from the archives, dusted off, and solemnly reaffirmed. Second, the principle of Chinese autonomy in Chinese affairs was as solemnly accepted.

The Open Door

There was altruism, doubtless, in this. But for most of the nations concerned it was altruism of the sort that coincides with self-interest. It was plainly not difficult for the powers of the West to agree to an Open Door in China. Britain and France had important engagements in other parts of the world. But both had interests in China that required defending. The United States was panicky on the matter of foreign entanglements. But the United States, too, had responsibilities in the Pacific and a traditional policy in China to maintain.

Wellesley Shop — Filene's — 50 Central Street

Butterfly Tinted — Butterfly Sheer
ORGANDIE DRESSES
$10.75

—Far from the tailored vogue—far from last year's "correct-for-all-occasions" sports wear—far from the simple straight line silk—are these new organdie dresses.

—They're billowy dancing clouds of misty color—caught at the hip by a great organdie flower. With a demure bertha collar and simple snug blouse. Youth itself in butterfly delicacy dancing to the melody of summer.

Pink — Orchid — Copen blue — Yellow — White — Green

——also featured this week——
White felt hats—Styled and sized for Youth $5
White fish net lisle stockings $2
Pillow tops—Wellesley blue—Wellesley views $2.25

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The kind you like—in all sizes and in low and Cuban heels

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SPRING SPORTS FIRST TEAMS AND CREWS ANNOUNCED BY A. A.

FIRST CLASS OARSMEN

1928	1929
Attwill, H.	Angus, I.
Bush, M.	Francis, L.
Catlett, F.	Hamilton, M
Collins, E.	Hayward, R.
Epler, E.	Rockwood, E.
Lee, G.	Sturgis, E.
Usher, C.	Webb, E.
	Wheeler, Z.

1930	1931
Dare, V.	Sze, M.
Heidingsfeld, E.	
Pierce, F.	
Quimby, E.	
Rickard, D.	

SECOND CLASS OARSMEN

1928	1929
Coldwell, H.	Danforth, M.
Davis, D.	Flint, D.
Dyson, H.	Fosnot, M.
Fowler, L.	Klein, H.
Hartman, F.	McCullough, E.
Hawley, S.	Roos, M.
Hollister, R.	Salzer, C.
Phillips, E.	Shawkey, E.
Shaw, L.	Thielbar, F.

1930	1931
Banister, R.	Adams, J.
Barton, V.	Adomeit, R.
Bartoszek, F.	Breyer, M.
Beckwith, E.	Given, W.
Bristol, E.	Hoffman, M.
Brown, D.	Lineberger, F.
Brown, M.	Merrill, M.
Fain, L.	Noyes, E.
Fisk, S.	Price, C.
Franck, E.	Prutting, J.
Goldschmidt, N.	Thorkelson, M.
Hamblen, M.	Yaple, V.
Horton, A.	
Marion, A.	
Owen, H.	
Peck, E.	
Ripple, E.	
Roberts, F.	
Salomon, E.	
Shaw, A.	
Stephens, R.	

TEAMS

LACROSSE

1928	1930
Bernstein, E.	Phillips, J.
Deppler, A.	Scarborough, M.
Worth, M.	Smith, M.
Porter, A.	Gunn, P.
Hamilton, F.	Glidden, E.
Pugh, A.	Townsend, M.
Rew, T.	Hodge, E.
Hollis, F.	Dlston, E.
Wallis, P.	Nash, N.
Fairfield, M.	Hall, M.
Sternberger, E.	Frank, F.
Milliken, E.	

1929	1931
Williams, R.	Weaver, R.
Noble, A.	Chapman, V.
Bernstein, L.	Smith, E.
Gates, A.	Harriman, F.
Van Orden, E.	Drake, B.
Wagner, C.	Granger, E.
Johnson, T.	Bockstahler, A.
Harris, J.	Wilder, N.
Onderdonk, V.	Bender, L.
Brewster, S.	Gribbon, N.
Coyne, M.	Francis, V.

TRACK

1929	1930
Burdick, E.	Andrews, M.
Hiscock, M.	Currier, M.
Krolik, M.	Erlanger, M.
Newbrand, E.	Gerber, M.
Serrell, K.	Lincoln, E.
	Mahoney, E.
	Pearse, N.
	Taylor, D.

1931

Anderson, M.
Bell, M.
Cashman, E.
Macomber, V.
Noyes, J.
Stokes, M.
White, M.

FAMOUS SCHOLAR WILL TEACH HERE

(Continued from Page 1, Col. 5)

the *Journal of American Folklore*. He was honored by the King Alfonso XIII of Spain and was given the title of Knight-Commander of the Royal Order of Isabella the Catholic. He is also a member of various honorary societies such as the Royal Spanish Academy and the Hispanic Society of America.

To many students he is known as the editor of textbooks and various editions of Spanish literary texts. He has made textbooks for all grades of high school and college work, some of the most important being Elementary Spanish Grammar, Beginning Spanish, Advanced Spanish Composition and Conversation, Easy Spanish Conversation and First Spanish Reader.

OUR CONTEMPORARIES

The *Mount Holyoke News* tells of new opportunities which are being offered to 1932 freshmen of other colleges. Hamline College of St. Paul, Minnesota, has abolished majors and minors, and has completely separated the first and last two years of the college course. Sophomores completing two years of thirty-six hours of study in liberal and varied "gateway" courses will have leisure for reading, and will be really capable of deciding in their last two years what they wish to do in college and out of it. Besides this freedom, anyone who wishes may do extensive individual research.

Columbia, too, is revising its curriculum. "The first two years will be devoted to 'orientation and discovery.' The junior and senior years will be given to genuine work in preparation for graduate or professional study, or for 'the yet more serious business of living a useful and high-minded life.'" By lecture courses having neither prerequisites nor examinations, by reading courses given coöperatively by different departments of study, by advisors for the individual students, Columbia is trying "to measure progress toward the bachelor's degree in terms of real achievement rather than in terms of prescribed courses, of hours, or points, or anything of the kind."

—Columbia—

With all the papers filled with discussions of companionate marriage, it is interesting to read in *The New Student* that "credit for the 'discovery' of companionate marriage belongs not to Judge Lindsey but to Samuel Champlain, the Algonquin Indians, and the year 1603." *The Lantern*, of Ohio State University, has found that the noted discoverer wrote concerning the Indians:

"They have also a kinde of marriage which is that when a maide is 14 or 15 yeares old she shall have many servants and friends and she may have intimate company with all those which she liketh, then after five or six years she may take which of them she will for her husband and so they shall live together all their lifetime, except that after they have lived a certain time together and they have no children the man may forsake her and take another woman saying that his old wife is nothing worth, so that the maides are more free than the married women."

"The attention of seniors still looking for something to take the place of Goucher College next year is called to the following items, appearing recently in eastern newspapers:

"'An amateur theatre guild desires the services of a college trained young lady, weighing three hundred pounds or over, for mob scenes. Other qualifications unnecessary.'

"'Wanted, elevator operators. College athletes preferred. No ability necessary.'

"'For photographer's studio—wanted a college graduate with dimples, blue eyes, and pretty clothes. Phi Beta Kappa keys needn't be worn.'

"'Psychology students to teach trained seals the South American tango. Must have slim ankles.'

"'Child's Restaurant will consider employing a college graduate with ability to wear white caps and gowns in its pan-cake display department.'

"'College graduate to manage a hot-dog stand at Coney Island, July and August. Must speak Greek, Italian, French, Latin, Spanish and English.'

"'Sell the personality you developed at college and get rich quick by selling Mellin's Perfect Baby Food. Guaranteed to work.'

"'A first class chemist to make fancy cakes to sell for a nickel a bag.'"

—*Goucher College Weekly.*

"A survey of colleges recently completed by the Coe College *Cosmos* indicates, that paper reports, a strong minority conviction that student councils are purposeless and unsuccessful. Among the skeptics may be mentioned the Harvard *Crimson*, which urges the student governors to turn their attentions to new fields if they wish to remain alive as an institution. Problems of government it says, no longer exist, and the council activity on the curriculum is always over ambitious. It recommends to the executive body the study of the educational system in detail, and the gathering of exact information which may be used in any consideration of changes."

—*The Daily Princetonian.*

"Good professors have kept their sense of humor. So has any grown-up person who has made a success of living, whose friends and wife and business associates find that he wears well as the years go on. Somehow some professors forget how to smile at themselves and their place in the scheme. We think it was by a sense of humor well-preserved that the following set of commandments was written:

"1. Thou shalt love no college except This Particular One.

"2. Thou shalt have no worldly interests outside the College; neither shalt thou serve them, nor make any money therefrom. For the College is a jealous College, and does not approve any division of interest.

"3. Thou shalt not know many of the Trustees; for the College will not hold him guiltless who cultivates the Trustees—in vain.

"4. Remember the Sabbath Day, not to play golf therein. Six days shalt thou labor and do all thy work; but on the seventh day shalt thou be with thy family, and in it thou shalt beat the rugs, wash the windows, clean the car, and also grade student papers and prepare lectures for the coming week.

"5. Thou shalt approve of everything, both in the Faculty and Student Body. This is the fifth and great commandment.

"6. Thou shalt not grumble nor cuss at anything whatsoever.

"7. Thou shalt not dress too well, nor drive an expensive car.

"8. Thou nor thy wife nor thy children shall not tell tales in any public place against thy neighbor or any student.

"9. Thou shalt not covet thy neighbor's salary, nor his house, nor his dog, nor his Clubs, nor any pull that he has.

"10. Honor the College and all its ways, that thy days may be long upon the Campus which thy College hath given thee to walk and work on, loving and serving all the students with all thy soul and with all thy mind and with all thy strength. And in the end a few of them will remember thee and richly reward thy service to the College with their friendship and esteem."

—*Tufts Weekly.*

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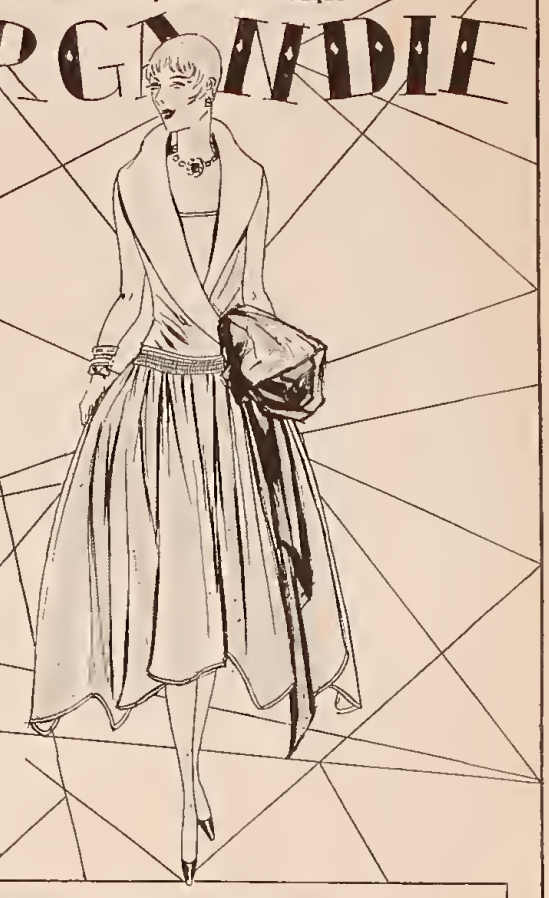

Such charming frocks as the Lhoiseboulanger fashion in organdie will sparkle entrancingly. Vibrant with youth and gay sophistication, picture frock **(sketched)** is in crisp white with brilliant cerise "ponf" and sash—but one of many exquisite dance frocks at the Slattery Wellesley Shop. For Mademoiselle, 39.50.

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AT WELLESLEY INN

"When dreary without
'Tis cheery within"

WELLESLEY COLLEGE NEWS

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THROUGH THE LOOKING GLASS

When in the history of the college have the students thus indulged themselves in such an orgy of intellectual pursuit? The life of love and leisure has ceased, and the long-intended studying has been begun with an appalling earnestness. Nor are moments of rest crammed with the raucousness which occasionally arises from nervous attempts at relaxation, but when quiet hours are over strains of Brahms, Beethoven and Wagner float through the halls in place of the usual rasp and rag of seventeen jazz records at once. Will the kindred spirit among seniors end with the generals along with all the peace and seriousness of what at last has become student life? We will know that even before this NEWS has come out, but even then it is worth thinking of for another year.

If we are looking at life "Through the Looking Glass," as it is claimed by some derogatorily and by others praisefully, then were it not better to look at that Looking Glass which shows us a reflection real in that it has been striven for, and in that we have obtained a perspective from contact with the greater minds and facts of the world? The usual litter of Cosmopolitans and Saturday Evening Posts may be beneficial for an occasional "moral holiday," but as a steady diet it seems obvious that woman, in the mental and moral state at which most youth has arrived by the time of college, is not capable of reading this type of thing, and of concentrating her effort on the absorbing trivialities that can make up life, and still retaining any of the keen foresight and understanding which we demand in those elders about us.

By no means do we say that the joy of youth should be flung away in making grinds and old women of us all, but we do say, neither let us fling it away in dribbles pursuing any light less than the truest light. Smell the wet, white lilacs under the moon, but let it not be only then that you know their sweetness.

NOT TO BE OVERLOOKED

The report of the Students' Aid Society published last week is not hard pressed for evidence with which to prove that the college girl is "worth it." Besides the financial report of the society there is compiled "the story of finances as reflected upon by the group that has had three years' experience on which to base its conclusions and propound its sage observations" and it is urged that "the philosophy and practical ingenuity which three years of college have developed" be noted. To the college as a whole, which knows that Freeman and Wood contribute much to the activities of Wellesley from the realm of athletics to scholarship, the importance of Students' Aid Society must be unquestioned.

The Society tells us that in order to redeem pledges to students and to carry on the work many more annual memberships as well as life memberships are needed. Even in the midst of our enthusiasm for the swimming pool it might be well to remember that at any time checks may be made payable to the Wellesley Students' Aid Society.

For Better Warblings

Has the late spring affected Wellesley's vocal cords, or is it merely the persistent wetness and grayness which has conspired to dampen the enthusiasm of the Wellesley girl, she who in normal times is reputed to love to "sing by the old Chapel door." Whether or not the Weather Jinx is to be held responsible for our shortcomings, the judges of this year's song competition undoubtedly accomplished something for Wellesley when, "prepared to face the storm," they refused to award the prize to any of the four original songs. Taken aback somewhat by the unexpected announcement, onlookers and freshmen, unfamiliar with college standards could not have been more effectually impressed with the determination to live up to those standards, at least within a reasonable range. Our brother colleges are noted for their singing; as long as Wellesley makes much of her step-singing, there is no excuse for exhibitions of weakness.

Free Press Column

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 10 A. M. on Sunday.

A CONCRETE SUGGESTION

To the Wellesley College News:

The subject of this letter may not be concrete but I hope it soon will be; I refer to the brick path which leads from the East Lodge to the lake. It is one of the loveliest short stretches on the campus and could be one of the most enjoyable but, unfortunately, each brick has preserved its individuality, and by thus refusing to be standardized, has made the walk anything but a pleasure. The cracks are wide and the bricks protrude at all angles, which are serious disadvantages to those of us who occasionally wear thin-soled, high-heeled shoes. Also, the peculiar lurching gait which this walk necessitates is probably responsible, to a large extent, for the development of the muscular Wellesley legs which have recently become so celebrated. It is a sad fact but many of us who are sensitive to beauty also have sensitive feet so we would appreciate it greatly if we could enjoy the daffodils and the views of the lake in comfort.

1931.

IS SHE WORTH IT? YES, SAY OFFICERS OF STUDENTS AID

The ever-present problem of the Students Aid Society is Is She Worth It? The ever-repeated affirmation is found again in the Annual Report of the officers of the society. They have considered it best to make a collection of "earning and spending stories" of the girls themselves in order to present first hand information concerning this important side of college life. The stories range from the inexperience of Freshman activity to the sage financial manipulations of Senior Year.

The variety of ways for earning money is amazing. First there are business propositions such as Furniture Exchange from which one student received $100, Campus Exchange which brings on an average of $10 a month for managing an agency and "sitting on Exchange" for an hour twice a week, the publication of the Wellesley Blotter and the edition of the Freshman Hand Book. In addition to these perennial jobs, there are individual and ingenious ways toward making one's college expenses. Many girls find the most profitable work that of selling Christmas cards, since it appeals to college people and brings in as much as $150. The college "stenog" too has a gold mine of profit, for there are always themes and papers to be typed. The general concensus of opinion is that this is the quickest method of bringing up the earning capacity. Library jobs, leather work, waiting on table, "sitting on babies"—there are countless ways of earning.

During the current year 90 girls received help from the Students' Aid Society. One hundred thirty-eight girls have already sought aid for next year. It is only through the loyal and unflagging support of the great body of Wellesley Alumnae that opportunity can be given to the many promising candidates who seek help each year.

CONCERNING THE MAIDS' LIBRARY

Perhaps you have wondered about the cupboards in the room where the railroad men hold forth. It is in those cupboards that C. A. keeps the books for the maids' library. Every Thursday the maids may come and take out books which they keep for two weeks. During the winter the library proved very popular and the new books which you gave last fall were greatly appreciated. Now most of them have been read and we know that the maids would like some others to read next year. If you have any books which you have finished and which you do not wish to keep would you be kind enough to leave them in the C. A. office.

EXHAUSTED BUT EXOTIC

Once more we congratulate you, 1928! You have had the joy of adventuring, the privilege of being a leader among classes. You are become immortal along with the first class to pass College Boards. In truth, we are a bit envious, because we know you have had them; they're over; you know things unknown to us; and, more-over, you will be divested of your knowledge sooner. You didn't choose your major with these in view, but it doesn't matter if we did for we'll go on with our majors, and two weeks before the Generals will find us in the same hectic flush; and afterwards we also will be found "exhausted but exotic."

Errata:—Because Dress Rehearsal for June Play will be held a week in advance of production, undergraduates cannot be admitted, but students who will not be here for the performance will be admitted to the rehearsal on Wednesday evening, June 13.

VAUDEVILLE PROCEEDS
approximately $400

The cast and managers of the Vaudeville Show wish to thank the audience for its very tolerant and encouraging applause.

HATHAWAY HOUSE NOTES

Hathaway House will again buy books for resale if they are in good condition. The dates when books may be disposed of at the bookshop are posted on all class bulletin boards and at the shop. It should be understood that only on the four dates announced will books be received at the bookshop.

Next fall Hathaway House will make an experiment which we hope may go far to remedy the congestion at the bookshop during the opening days of college. In each dormitory on the campus a student representative of Hathaway House will receive orders for text books from the girls in her house. These orders will be filled as soon as possible and the books will be delivered to the student in charge. She in turn will deliver the books to the girls who have ordered them, collecting the money due the shop. This plan will not include the freshman. They will make the acquaintance of Hathaway House as usual through the purchase of text books.

We earnestly recommend that all students who expect to renew their membership do so this spring, as the fiscal year of the shop begins on July first. We offer a mail order service that is very convenient during the summer when many of our members are in places remote from bookshops.

NEW STUDENT AGAIN DEVOTES SPACE TO VALUE OF SCIENCE

The New Student has given much attention to the question of the position of science in the liberal arts curriculum. Several weeks ago they printed and discussed the Wellesley editorial on the subject. Now they tell of a Clark University student who was expelled for depicting the muddle of a liberal college student who incompletely assimilated biological theory, and print an article by Professor Randall of Columbia [illegible] and the Educated Man" which we quote.

"Whatever else it may do, it would be generally agreed that a liberal education should furnish some understanding of the world into which we are born. It should give us some knowledge of the natural scene in which human life is set, and of the biological organism that is man himself. It should reveal something of the rich heritage of knowledge and aspiration and beauty that men have gradually accumulated, and that is the material with which we must ourselves work. Above all, it should place in our hands the best intellectual techniques that have been devised for the understanding of ourselves and our world, and for intelligent participation in the joint enterprise of making the most of our resources, natural and human. There are courses of training that aim to fit men to take part in the life about them in some particular niche. A liberal education should aim, not so much to fit us to take our places in our present world—God forbid!—as to provide us with the instruments to remake our world into something better. The greatest tribute to the success of the American college is that it so often sends forth its graduates intensely dissatisfied with what they have received and unwilling to settle down in business or the professions. Its greatest failure is that it so often has provided them with no effective intellectual tools for the reconstruction of the life to which they will not, fortunately, adjust themselves.

"The most potent instrument men have ever discovered for understanding their life in its natural setting, and for making the most of its possibilities, is that body of organized methods and techniques we call science. After a long and gradual development, these techniques became more popular in the seventeenth century. Since then, as they have been applied in wider and wider fields, they have been improved, elaborated, and made much more effective. Turned to the resources of our environment, they have secured that multiplication of material goods and power we call industrialism. Applied

(Continued on Page 7, Col. 1)

THE STIGMA OF SPORTS

If at 7:16 she jumps wth a groan
From a bed that is comfy and nice,
And at seventeen after she shriekingly plunges
One foot in a tubful of ice;
If 7:28 sees her galloping gaily,—
And you'd think that an Ad dog was loose;—
If at twenty-nine after she's gobbling breakfast,—
Though she did feel the urge to reduce—
She's in training!

If a dime is just burning a hole in her pocket,
Near the El Table after a class,
And she sits there in agony selling ice-cream cones,
Or watching the feeding ones pass;
If she groans and turns pale when you offer her candy,
And says, "Have you crackers instead?";
If she raves and she rants at the mention of coffee,
And says that she must go to bed,
She's in training!

If when she's succumbed to your devilish pleading
And eaten a cookie at three,
She watches a clock for the next fifteen minutes
And then grabs a cracker with glee;
If then at half-past with a Puritan conscience
To gobble a sandwich she flies,
And so on till dinner time when she announces,
Abstaining's not bad if one tries,
She's in training!

If at 9:59 when the repartée's flying
She finds that it's time to retire,
And she leaves her poor roommate to stand quite defenceless
Against the whole corridor's fire;
If at six the next morning when soundly you're sleeping
Her alarm clock shrieks out through the hall,
Though your wrath is quite righteous she should be forgiven,
Because sometime or other we've all
Been in training!

COLLEGE SCANDAL REVEALED
Wellesley Girl Discloses Lottery System

Wellesley, Mass., May 15.—This evening a host of frenzied parents and guardians besieged the rural, innocent-appearing little college town whither but a few brief months ago they sent their charges to receive lessons of honor and virtue,—a result of the alarming disclosures made yesterday by one Prudence Prim. It seems that Prudence had long been sorely worried by the immorality of the Wellesley system of room-choosing and upon drawing number 410 recently, her suspicions concerning its pernicious effects were confirmed.

Billings Hall a Gaming Hell

It was found that for three Saturday afternoons, April 28, May 5 and May 12, Billings Hall, usually the source of enchanting melody, became the center of the cursings and brawlings of a gambling hell.

Students Take Downward Plunge

Here each class gathers in turn and participates in those degrading and corrupting orgies which are today the target of just censure. Here are instilled in the students love of speculation and chance; here are they tainted with that love of the wheel and the dice which shall impoverish their youth and send them cringing to a pauper's grave.

Considering recent developments, the Music Box's erstwhile ad, "More Than a Shop—A WELLESLEY INSTITUTION" "gives one to think."

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Tuesday . . June 5th
Wednesday . June 6th

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COMMUNITY PLAYHOUSE
Wellesley Hills
Evenings at 7:00
Mon., Wed., and Sat. afternoons at 2.30

Thurs., Fri., Sat., May 31, June 1, 2
H. B. Warner and Anna Q. Nilsson in Warwick Deeping's
"Sorrell and Son"
SHORT FEATURES—PATHE NEWS

Mon., Tues., Wed., June 4, 5, and 6
FAY WRAY and GARY COOPER in
"The Legion of the Condemned"
Pathe News Short Features

Thurs., Fri., Sat., June 7, 8, and 9
DOUGLAS FAIRBANKS as
"The Gaucho"
Short Features Pathe Review

GRADUATION GIFTS
Sale of
CHINESE JEWELRY
Embroideries, Coolie Coats
Thursday, May 31
Friday, June 1

WELLESLEY BRANCH OF A. A. U. P.

At the meeting of the Wellesley Branch of the American Association of University Professors the following officers were elected:

Edna V. Moffett.....President
Julia Moody.....Vice-president
Helen J. Sleeper
Secretary and Treasurer
Helen I. Davis
Assistant Secretary and Treasurer
Henry R. Mussey
Additional Member of the Executive Committee

SARGENT EXHIBITION

All the stages in composition, from inception to completion, are shown in the exhibition of John Singer Sargent's drawings, in great variety of media. Charcoal, pencil, watercolor, bas-relief were used in the preliminary studies for his decorative work. The exhibition has concentrates for his compositions in the Boston Public Library, Boston Museum of Fine Arts and the Widener Library, Harvard University. Although in this work Sargent did not attain the heights reached in his later portraiture yet he himself thought it the field of greatest interest, offering the widest scope in technique. It was an essential phase in his career.

The finished picture is of course of most importance, yet the student should know the stages by which the final result was reached. These sketches illustrate Sargent's wide range of composition, and frequent change in detail. He was a "self-contained unit," doing practically all his work without assistance even in its most unimportant steps. Examples of his very careful execution are seen in the thorough and delicate study of hands and feet, and in his experimentation with models of figure and ornament. He occasionally employed high relief as part of the design, using scale models and applying wood as a basis to get the silhouette effect.

Several drawings for the portrait group of the Family of Lord Marlborough contrast with the final effective grouping of masses through the use of light and shade and show his faculty for self-criticism. But most interesting in themselves are his "unidentified sketches." The figures are realistically treated, showing an intensity of muscular effort. Emotion is shown by movement. His groups reveal a strong sense of design in their very rhythmic lines. Throughout a human touch is seen which is lacking in the finished and formalized work of art.

WELLESLEY SENIOR TO STUDY AT UNIVERSITY OF GRENOBLE

Margaret Lamkin, '28, has been awarded a scholarship for study next year at the University of Grenoble, France. Hers is one of the twenty-six scholarships offered to college seniors and graduates by the Ministry of Public Instruction and the French Universities in an attempt to bring French students to the United States and American students to France.

The Theater

COPLEY—*He Walked in Her Sleep*
HOLLIS—Eva Le Gallienne and the Repertory Theater.
MAJESTIC—*Good News*
PLYMOUTH—*Abie's Irish Rose*
SHUBERT—*Walter Hampden in repertory*
TREMONT—*Fast Company*
WILBUR—*Paris*

THE THEATRICAL SCENE

Abie's Irish Rose is at the Plymouth again after a two year interval and a five-year run in New York. The piece which has acquired a singular place in the annals of the theatre will be produced with the final cast of last summer's run in New York.

On Monday and Tuesday evenings the Department of Drama at Yale produced for the first time in America Ibsen's drama *Brand*. Professor George Pierce Baker directed; Mr. Oenslager staged it. Forty-three students took parts in it, using a condensed version of the English translation by Professor Herford of the University of Manchester.

Broadway has arrived for an extended stay at St. James theatre, the stock company operating out Back Bay way. Several members of the various road companies are in the piece, which is humming along with all indications of success, and seats three weeks in advance. Here is an opportunity for those who missed earlier versions.

Mr. E. E. Clive is on his way back to Boston from London whither he went for the production of *Murray Hill*, Leslie Howard's farce. While abroad he purchased the right to produce in Boston the British comedy *Marigold*, a success in London and the provinces last year. *Marigold* is a pleasant comedy with its scene in the Edinburgh of the forties.

The Shubert Theatre will provide a stamping ground for three Gilbert and Sullivan operettas that are scheduled to arrive on June 4. *The Mikado* will occupy the entire first week, evenings and matinees. The second week will be divided: *Iolanthe* on Monday, June 11, Wednesday matinee, June 13 and Friday, June 15; *The Pirates of Penzance*, Tuesday, June 12, Thursday, June 14 and Saturday matinee, June 16; *The Mikado*, Wednesday and Saturday evenings, June 13 and 16.

When Eva LeGalienne returns to New York after her current tour, work will begin on the production which is to open the new season. This is none other than an English translation of Molière's comedy *Le Bourgeois Gentilhomme*. Having had a try at Italian comedy in *Le Locandiera*, Miss Le Galienne is going in for the French, but in this she will be directress only, not actress.

CAMPUS CRITIC

AN HOUR OF MUSIC

Mr. Thompson gave a most enjoyable organ recital in the Chapel last Sunday evening. He opened the program with the great *Toccata and Fugue in D minor* by Bach. The massive chords of the *Toccata* filled the Chapel. There was a piercing quality in this movement which stirred the listener. The pattern of the *Fugue* is a quietly moving theme which is answered and echoed as the composition progresses. It comes in sharp contrast to the rapid and brilliant *Toccata*. In the Handel *Andante Maestoso* we hear first the simple choral theme and then, a lighter and quicker movement. In this work we find an interesting combination of two parts of the *Andante* The three Brahms Chorales through their perfect structure gave a thoughtful feeling to the music. The notes on this group of music which Mr. Thompson had printed on the program explained the significance of the titles chosen by Brahms for these pieces. Mr. Thompson repeated the Franck *Chorale* which he played at the last Vespers given by the choir. The final organ piece was Widor's famous *Toccata*. The title explains the purpose of the composition; to show the "touch" of the organist. There is constant broad motion in this masterpiece and Mr. Thompson's performance was excellent.

LIBRARY EXHIBIT

The mysterious, small white notices on the main Library doors, eventually lured us into looking for the famous collection of rare and interesting books which, it said, had been loaned by the college students. In the upper halls we discovered the collection and soon realized that it was much more fascinating than any studying that we had to do.

In the case near the Brooks Room we found books which had been autographed by their famous authors. There was the neat handwriting of James Cabell and the hurried signatures of Barrie, Walpole, A. E. Bok, and Galsworthy. Of especial interest was a first edition of Stephen Phillip's "Poems," which the author had personally corrected for the printing of the second edition. In the same case was a miniature set of Shakespeare's plays. They were like toy books, being barely two inches long, although their type seemed readable and their steel engravings clear enough to be very amusing.

For the person who loves well-bound books there was a whole case of fine bindings, ranging from a copy of Keats bound in "tree calf" to an author's edition of Scott's "Lady of the Lake" which was bound in a material that had come from the trees grown in the gardens of Stirling Castle. A volume of Dickens done in red over-scrolled in gold, suggested the bookbinders' appreciation of color.

There was a decidedly artistic use of color in the rich and beautiful illuminations of the old fifteenth century manuscripts which were included in the exhibit. A very rare volume printed by the famous Elzeviers of Holland and a book published by Lufft, the printer of Luther's translation of the Bible, reminded us that these old printers were in spirit artists, book-artists.

But the modern books were not neglected, although the old editions do claim much attention. In the collection of modern books were three numbered first editions of O'Neill's latest plays which had also been autographed with his spidery signature. The first editions included A. A. Milne, Hardy and Conrad. Several interesting examples of typical modern illustrations showed the tendency to use rather crude strong wood cuts.

Although necessarily limited in size, the exhibit succeeded in suggesting, at least, the fascination that can be found in collecting books.

M. C. M. '30

CHARD POWERS SMITH

Sunday evening poetry readings at the Hathaway House Bookshop are pleasant, friendly affairs in an atmosphere of charming informality. In addition they offer the opportunity to meet the poet and to know him personally. Chard Powers Smith read to a small but appreciative audience on Sunday, May 27, selecting poems from his recently published *Lost Address*. This slim volume contains varying themes—love poems, sketches and stories, landscapes. Of the entire collection "Marriage under Heaven," "100% French," "Ben Hammond," and "Cape Sorrento" were, perhaps, the most outstanding, although there were others of equal merit.

The short poem seems the most successful medium for Mr. Smith's work. It is in the concentrated descriptive bits that one finds most of beauty. The poet's particular gift is a skillful manner of catching and interpreting sounds. His auditory sense is especially well-developed and acute. For sensations of touch, too, he has a great keenness. Color, strangly enough, was weak and uninteresting in treatment. His longer poems are less convincing, less spontaneous. The prose-poem "100% French," the story of the poet's sojourn in Provence, shows a nice power of description and a certain sense of humor that appeared in one or two other poems, notably in the first section of his study "Pompey." But there is an almost melancholy quality to his verses. Mr. Smith has a theory concerning the ratio of repetition to variation proper to the making of good poetry. Sometimes he holds to this theory but quite often he forgets it in his moments of inspiration. Incidentally his theories may be read, in a book soon to be published.

Mr. Smith is a fair poet and an interesting one. The hour spent with him was pleasant if not stimulating.

V. B. R.

NATIVE COURSES INTRODUCED IN FOREIGN UNIVERSITIES

Nationalistic tendencies in "backward" countries have led to a transformation of the organization of American colleges in these countries, Dr. Stephen P. Duggan, Director of Institute of International Education, said in his eighth annual report published recently. More natives are being admitted to the faculties and native studies and courses are constantly increasing.

Under the heading, "American Education in Backward Countries," Dr. Duggan wrote: "In no place on earth was the doctrine of self-determination so enthusiastically acclaimed as in the so-called backward countries. China, Persia, Turkey, Egypt responded without dissent to a principle which, if realized, would permit them to lead their lives without interference on the part of peoples who consider themselves more 'progressive.'

"The people of 'backward' countries who had never known the meaning of patriotism as understood in the West adopted nationalism in its most advanced form as a way of life. They became consumed with the desire not only to rid themselves of the political domination of the West, but also to accentuate their own language, culture and civilization generally.

American Courses Transplanted

"Nevertheless these institutions were essentially American schools and colleges. Where Americans had carte blanche, as in the Philippines, they transplanted their whole educational system regardless of how it conformed to the needs of the situation. The four years of primary, grammar, secondary, and collegiate instruction were introduced with a curriculum almost identical with that in the United States. The organization and administration of the institutions were the same even in matters which were arousing much unfavorable criticism at home, such as the obtaining of a degree by the mere accumulation of credits. In the backward countries, all of which were non-Christian, attendance at divine worship was required in most missionary institutions, and courses in religious instruction were compulsory. In Turkey no courses in the Turkish language, history or institutions were given, and in China only to a comparatively small degree, owing to the difficulty of finding time for the teaching of Western science, so much needed and demanded by the Chinese. The teaching staff was essentially American. Where natives were employed it was usually in the less influential positions.

"The new nationalism of the 'backward' countries naturally regarded these conditions with increasing irritation. Moreover, the question arose among the Americans themselves whether, in view of the establishment of a national system of education which at least aimed at a union of what was best in the native and foreign cultures, it was justifiable to maintain institutions of an alien type to teach mature students; whether it was wise to use them for religious propaganda in the face of a growing sensitiveness to that among the native peoples.

"The result of this changed attitude has been something in the nature of a transformation in the organization of American institutions in these countries. In China, Canton Christian College, which some time ago became Lingnan University, and Peking Christian University, which became Yenching University, now have Chinese deans and a majority of the Faculty are Chinese.

Out From Dreams and Theories

SUMMER WORK

There are openings for three assistants with the New England Daily Vacation Bible Association of Boston. The salary is $50 for the session of about five weeks. Students interested in these positions are requested to apply at the office of the Personnel Bureau as soon as possible.

CAMP COUNSELOR

There is an opportunity for a volunteer counselor for the summer at a settlement house in Boston. This counselor should be able to drive a Ford beach wagon. The counselor would have an opportunity to participate in social work without having too much responsibility for the actual care of the children. Living expenses at the settlement house would be paid.

There is another opportunity for a volunteer counselor at a camp which is maintained by this settlement house at West Falmouth, Mass.

CAMP DIRECTOR

There is an opportunity for a camp director at a girls' camp located in New York State. The duties of the director include the supervision of the camp in the summer, and interviews with the clients during the winter. The applicant selected would be expected to attend the camp this summer in order to learn its system.

STATISTICAL WORK

There is an opportunity for a student to do statistical work during the summer with an organization in Boston. The salary would be from $18 to $20 a week, and the preference will be given to a candidate who has had a little office experience. The work will begin on June 11th, and will last until September 1st.

CLERICAL WORK

There are openings for the summer for clerical workers and typists at the American Telephone and Telegraph Company, New York City. The work will begin in June. Apply at the office of the Personnel Bureau for further information.

SUBSTITUTE TEACHING

There are opportunities in the Girls' Commercial High School, Brooklyn, N. Y., for members of the present senior class who are interested in positions as teachers-in-training. A brief oral examination will be given in choosing candidates for these positions.

Students who are interested in the positions mentioned in this column may obtain detailed information at the office of the Personnel Bureau, Wellesley College.

OCCUPATIONAL THERAPY GIVES CHANCE FOR REAL ACHIEVEMENT

Fields of work which offer opportunities for real achievement, financial advancement, and which are not crowded, seem few, but one of these is certainly occupational therapy. The character of this work is three-fold, including medical, psychological or social service, and handcraft. An artistic temperament is an advantage, but not an essential, since a preparatory course trains appreciation of art. Morever, while articles of genuine beauty are often made in the craftwork, perfection is not so much sought after as the right physical and psychological reaction to the work. Occupa-therapy is not so much teaching as treatment.

The professional work is mostly residential, although opportunities for private practice are increasing. Institutional work offers the greatest number of openings for occupational therapists. About 51% of these institutions are for mental cases. Many are for tubercular patients, and the number for orthopedic cases and for children suffering from infantile paralysis is increasing. The average salary for a worker fresh from school is $75 to $100 a month with maintenance. Successful workers receive as much as $2000 and $3000 a year plus living. The workers rate a month's vacation.

A college education is not essential for the occupational therapist, although two years are desirable and four years give additional richness of background. There are four schools that are recommended for training and the courses at all the schools include instruction in the theory of the work and at least six months of practical hospital work. Authoritative information about such work can be secured from the American Occupational Therapy Association, 175 Fifth Avenue, New York City.

WELLESLEY GRADUATE WRITES ABOUT POSITIONS FOR WOMEN

There has been much advice given to seniors as they start to look for jobs, but not all of it is as suggestive and helpful as that given by Rita Halle, a graduate of Wellesley whose daughter is now in the freshman class, in the June number of *McCall's*.

The article opens with a discussion of the need for considering the job from a personal point of view. You must realize just what cog you will be in the wheel and consider whether the jobs you must do day after day will really interest you besides looking to see the chances of advancement.

When applying for a job, you must have confidence in yourself but not be cocky. The girl who can make the employer feel that he needs her more than she needs the job has won a point in her favor. Whether you are writing or applying in person for a position, you must keep to the point and emphasize your capabilities.

Types of Work

"Many young women are making good livings running summer camps for children. Any occupation which has to do with children demands a love for them, high-mindedness and capability. For girls who have these qualities, as well as business and executive ability, running a Summer camp is a most interesting occupation. Many camp directors add Winter recreational activities to their summer work. This means taking groups of children out to the parks or the country, after school and on holidays. It is a new, popular, and profitable occupation requiring only a love of children and the confidence of the community.

Photography is a broad, interesting and varied field. It makes a special appeal to the girl with artistic interests, but little creative talent. Magazines and newspapers, advertising and publicity agencies, industrial plants and museums, all employ photographers. Scientific photography in various lines affords an interesting occupation. There is opportunity for the person with original ideas to become known for specialties, animal photography, still life, landscapes, marines, etc.

Journalism is a large field with great variety in the work. There is every kind of job from the all-inclusive sort on the country newspapers to the specialized work on the large metropolitan dailies. Magazine positions are very few and there is always a long line of applicants.

Publicity writing is a distinct field in which many women are working successfully. Newspaper experience is the best possible training for publicity agents.

There are probably no fields in which the position of women is so established, so essential, so acknowledged, as that of advertising, nor in which ability has so much opportunity to show itself.

A girl may teach classes of adults in corporation schools, in industrial plants, in trade schools or department stores. She may teach the arts or physical education or home economics. She may have a job in the daytime and teach evening classes. There is a rapidly growing demand for teachers of vocational subjects in night schools as well as in day schools.

If you are interested in an occupation of which you know little, consult some one who has experience in it, discover what it actually demands in training and ability, and what it has to offer."

DELEGATES CHOSEN BY TWELVE COLLEGES FOR JUNIOR MONTH

New York City will again be the campus and sociological laboratory for twelve college Juniors during the month of July, when they will attend "Junior Month" run by the New York Charity Organization Society. The names of the representatives elected to this honor have just been announced by the twelve colleges. Miss Clare M. Tousley, who conducts "Junior Month" has announced that the students will live at the Women's University Club together, as they did last year.

The delegates to "Junior Month" this year are as follows:

Barnard—Madeline Russel, New York, N. Y.
Bryn Mawr—Katherine H. Collins, Bryn Mawr, Pa.
Connecticut—Mary Slater, Auburndale, Mass.
Elmira—Helen Robison, Bradford, Pa.
Goucher—Virginia Jones, Nashville, Tenn.
Mt. Holyoke—Mary Reynolds, Newton Highlands, Mass.
Radcliffe—Emily N. Brown, Lynn, Mass.
Smith—Helen W. Smith, Concord, Mass.
Swarthmore—Linda A. Chandler, Baltimore, Md.
Vassar—Elisabeth Cope, Redlands, Cal.
Wellesley—Stella Brewster, Portland, Maine.
Wells—Rebecca Clingerman, Scotsdale, Pa.

According to former Juniors, "Junior Month" is "the most worth-while, stimulating, and enlightening experience available to a college undergraduate."

$100 TO ALBANIA SCHOOL

The Wellesley College Service Fund Committee voted at its last meeting to send the contribution of $100, received from the "Informal Dance" Committee to the Kyrias Institute, Albania. This is the only institution in the country where girls can receive an education of high school grade and according to reports just received is in great need of everything required to carry on a good school. Wellesley College will be especially interested in this gift since Angie Eames, 1918, is teaching there at the present time, and it is expected that a graduate of the Institute will enter Wellesley this fall.

FACULTY APPOINTMENTS MADE

Wellesley announces the following changes in its faculty:

Appointments—Marion E. MacLean, instructor in chemistry; Elizabeth L. Waterman, instructor in economics; Ruth S. Conant, instructor in English composition; Eglantyne M. Jebb, lecturer in English literature; Ella K. Whiting, instructor in English literature; Russell Gibson, lecturer in geology and geography; Joanna Bar, instructor in German; Marguerite Appleton in physics; Marguerite E. DeWitt, Beall, instructor in hygiene and physical education; Jean MacDonald, instructor in voice; Galye Shirey, instructor in physics, Marguerite E. DeWitt, lecturer in reading and speaking; Aurelio M. Espinosa, visiting professor of Spanish; Esther Pano, instructor in Spanish; Helen W. Kaan, visiting assistant professor of zoology; Mary L. Austin, instructor in zoology.

Promotions (from assistant to instructor)—Delphine Fitz, art department; Lydia B. Walsh, Botany; Edith B. Mallory, psychology.

Return after absence of year or more—Alfred H. Barr, associate professor of art; Josephine H. Batchelder, associate professor of English composition; Alfred D. Sheffield, associate professor of English composition; Henriette Andrieu, associate professor of French; Dorothy W. Dennis, assistant professor of French; Francoise Ruet, instructor in French; Edda Tille, assistant professor of German; Barnette Miller, associate professor of history; Judith B. Williams, associate professor of history; Raymond C. Robinson, instructor in organ; Harriet G. Waterman, instructor in zoology; Gladys K. McKosh, instructor in zoology.

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MR. FOWLE TELLS OF PRESENT AND PAST TURKISH SITUATION

At four o'clock on Sunday afternoon, May 27, Mr. Luther Fowle gave an informal talk at Agora. He has been in Turkey off and on for fifteen years and he is planning to return to that country the early part of August. His post is that of Treasurer of the American schools and hospitals in Turkey, Greece, and Bulgaria. In addition he is largely responsible for government relationships between the countries, and in that capacity he is brought in contact with the Turkish leaders.

Turkey is the bridge between Europe and Asia, and between East and West in the realm of thought and ideas. It has made invaluable contributions to the art, law, and religion of the world. As the Turks moved westward in a great wave they came in contact with Islam and adopted it. In time they became the cutting edge of a movement that spread to Spain, and to the very walls of Vienna. Until 1914 Turkey was known as the Ottoman Empire—a country held together with the aid of various European nations, because each preferred to see Turkey exist as an empire than to have any one nation get too much power there. When the World War came on Turkey suffered crushing defeat.

Peace treaties were signed but the younger group in Turkey refused to abide by them and resolved to fight to the end. Such an attitude had been unheard of—but it worked. France, Italy, and Russia each secretly offered the rebellious country arms and munitions to drive the other nations out. Turkey very prudently accepted all three offers and drove all three countries out. Since then there have been enormous changes in that part of the world. The church and the state have been separated, Islam is no longer the religion of the state. The bigotry of Mohamedanism is broken and religious freedom is assured. A tremendous reform movement is on foot which is improving schools, extending women's rights, building railroads, and establishing a new legal code. In this new state of affairs America is the country that Turkey is looking to and trusting because we are too young and too far removed to have had any part in the European intrigue in Turkey.

NEW STUDENT AGAIN DEVOTES SPACE TO VALUE OF SCIENCE

(Continued from Page 4, Column 4)

to man himself, and his beliefs about his place and destiny in the universe, they have left not a single one of his earlier notions untouched. Scientific concepts and methods have been the three centuries. They have transradical intellectual forces of the last formed religion, art, moral and social ideals almost beyond recognition. There is good reason to believe that the full force of science is just beginning to be felt in human institutions and activities. We have only begun to control the material forces of our environment; we are just on the verge of an adequate science of human life and its characteristic pursuits.

"In view of the fact that our Western civilization possesses in science its one outstanding cultural achievement that has no parallel elsewhere, and that science is becoming more and more basic in our entire round of activities; one would imagine that we should find the spirit and method and significance of science occupying a rather important place in our educational schemes. The exact opposite has been true. Down almost to the last generation our education was modeled on the pre-scientific wisdom of the Greeks and Romans. With few exceptions science arose and took form entirely apart from schools, colleges, and universities. Students in such institutions were forced to bootleg whatever science they learned, even during the scientifically-minded 18th century. Like Shelley, they had to fit out laboratories surreptitiously.

"A generation ago, science forced its way into the curriculum. Men were impressed by the tremendous strides in scientific knowledge, above all by the knowledge of human nature that they associated with the name of Darwin. They felt that science had as great a claim to a place in a humane education as the classics. Our fathers' generation heard little of the revolutionary conceptions that were even then enlarging the scope of science, but in their colleges they at least learned something of the significance of science and the scientific spirit.

Science in the Colleges

"Yet today the best college students, unless they are willing to give themselves pretty exclusively to a professional training in some one science, can graduate with distinction without ever having come closer to science than vague illusions and meaningless generalities. They are, on the average, much more ignorant of science than were their fathers. If they have taken a single course or so in an elementary laboratory subject, they usually acquire a dislike for a rigorous drill that seems to have little bearing on human interests. They come to the study of contemporary philosophies of life and nature, which are nothing if not interpretations of scientific concepts and data, with only the vaguest ideas of what it is all about. All too late they realize that they 'really ought to know something about science.'

"What is the reason for this actual decline of scientific education, so far as the non-professional students are concerned, at the very time that the sciences themselves are undergoing fundamental criticism and reconstruction, and that the full effect of recent concepts is being felt in every branch of knowledge? In part, the system of free elections has made it possible for students to shun the laboratory drudgery and concentrate on history, the social sciences, and the humanities. But why have students felt that scientific courses were so largely drudgery?

"The responsibility, it is clear, must be laid squarely at the doors of the teachers of science themselves. A generation ago there were such teachers who conceived science to be a genuine instrument in human life, a liberating force and a method of understanding. They are rare today. All too often science is taught by the cook-book method: follow the manual and get the desired results. Where it is not thus travestied, it is a rigorous and exacting grind that means years of laboratory work before there comes the rewarding glimpse of the meaning of it all. How often do students in elementary courses in physics or zoology, for example, perceive why these 'laws' they learn by heart or these interminable classifications have changed the whole face of the world? How often do students who fulfill all the requirements in mathematics realize the significance of mathematics as the most powerful instrument man has discovered for the interpretation of nature? Their very teachers all too often do not see that the ideas to which they have devoted their lives are not to be confind in a single restricted realm, but leave literally nothing untouched.

Science and Philosophy

"The scientists have had many good excuses. From the 17th century on they have rarely realized the significance of their own concepts and methods. They have been so busy extending the frontiers of exact knowledge that they have had no time to adjust themselves to the other interests of life. Proverbially the natural scientist has been at sea outside his own field; and that field has necessarily, with the inevitable increase of specialization, grown narrower and narrower. Most scientists who have felt the philosophic urge to generalize have merely omitted what they did not themselves comprehend. And other men, in revenge, have again and again been repelled from the crudities of such scientific philosophizing. During the last generation every science has been so transformed that the scientists have been bewildered themselves. When the basic notions have crumbled, how could they depart from ascertained laboratory results? Let the students master them, and in time they too will realize the complexities that have forced a fundamental reconstruction.

"Finding little help in scientific courses, students have preferred to disregard science entirely. The fruits of years of hard work were so meager for those who were not to be scientists themselves. It was so much easier not to bother about science. You could then work out a pleasing humanistic philosophy undisturbed by the careful thinking and the alien conceptions the scientists used. But unfortunately no philosophy, no adequate preparation for life, can afford today to be so irresponsible. The idealists tried it—and look at them! They thought they had found the absolute truth; they did not need to pick their way over the painful road of verification.

"The more thoughtful of the humanists have eased their consciences by saying, 'Well, then, we shall accept science, as long as we don't have to think about it.' Examples would be invidious. Ignorance, however, even if accompanied by acceptance, is not the way toward an adequate philosophy today. Above all, it is not the way to understand or remold our world and our life. Science is difficult. It is complex and increasingly alien to the comfortable accustomed ways of thinking. The humanistic traditions, the wisdom of the ancients, do provide a wise adjustment to life. We cannot afford to give it up, but the task of illuminating it and rendering it effective by the spirit of scientific thought is hard. The Greeks did find a satisfactory way of life in their world. Unfortunately, we are not living in that world. For better or worse we are living in a world that has been literally created, in its material and intellectual patterns, by scientific thinking. If we are to devise an educational scheme that will not merely teach us to pull the levers and push the buttons, we must find a place in it for science, and we must teach science as the key to the understanding of our life.

Humanistic Science

"There is no reason, for example, why every college student should not learn the fundamental significance of the calculus in all exact thought, and the transformation its notions bring. There is no reason, that is, but the teachers of mathematics. A wise and humane mathematician complains that there are but three or four mathematics teachers in this country who could impart it. There is no excuse for such a situation. Unless scientists are willing to assume the responsibility for humanizing their own subjects, and to take the trouble to teach them as integral parts of the life of today, science will go the way of the classics as part of a liberal education. There are warnings on every hand. And instead of being the property of all intelligent and educated men, the techniques of science will become the possession of a small body of professional experts, narrow in their own outlook, the willing tools of short-sighted business men and soldiers. The tragedy of the engineer today has been often commented upon by thoughtful observers like Veblen. His knowledge is the basis of our entire economic life, yet he remains a hireling. He has no sense of social responsibility, just because there is no body of opinion competent to awaken it in him. And the scientist seems to be going the same path.

Scientific Spirit

"There is no reason why every college student should become an expert, even in a single science. Perhaps most of them are incapable of mastering a single branch. But there is no reason why every student should not learn something at least of the spirit of scientific thinking, of its significance in our civilization, of the meaning and implications of some of the basic concepts and methods that have been worked out. In the complete sense, no man knows it today. As long as scien-

(Continued on Page 8, Col. 2)

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CALENDAR

Thursday, May 31: 8:15 A.M. Morning Chapel. Miss Frances Hartman '28 will lead.

4:00 P.M. Room 124 Founders Hall, Academic Council.

Friday, June 1: 8.05 A.M. Morning Chapel. Last formal chapel with academic procession. President Pendleton will lead.

2:40 P.M. Botany Lecture Room. Moving picture film on the Development of Flowers, loaned by the General Electric Company, Schenectady, N. Y., will be exhibited. All are invited.

7:15 P.M. Float. Tickets for members of the college 35c, for outside guests 50c, may be obtained at the gates near the lake. Alternate date June 4.

Saturday June 2: Holiday.

3:30 P.M. Tower Court Green. Tree Day. Exercises open to Alumnae and all former members of the college. Alternate date June 4.

7:15 P.M. Step Singing.

Sunday, June 3: 11:00 A.M. Memorial Chapel. Preacher, Dr. Ambrose W. Vernon, Dartmouth College.

Monday, June 4: Examinations begin.

Tuesday, June 5: 8:15 A.M. Morning Chapel. President Pendleton will lead.

Examinations.

Wednesday, June 6: 8:15 A.M. Morning Chapel. Dean Waite will lead.

Examinations.

June 6: 8.15 A.M. Morning Chapel. Dean Waite will lead.

Examinations.

June 7: 8:15 A.M. Morning Chapel. Miss Florence Hodel '28 will lead.

Examinations.

June 8: 8:15 A.M. Morning Chapel. Dean Tufts will lead.

Examinations.

June 9: 8:15 A.M. Morning Chapel. President Pendleton will lead.

Examinations.

June 10: 11:00 A.M. Memorial Chapel. Preacher, Professor Thomas H. Procter, Department of Philosophy and Psychology.

June 11: Examinations.

June 12: 8:15 A.M. Morning Chapel. President Pendleton will lead.

Examinations.

June 13: 8:15 A.M. Morning Chapel. Dean Tufts will lead.

Examinations.

Note: Exhibition of Drawings by John Singer Sargent continues through June 2 at the Art Museum.

Exhibition of Books loaned by Students continues through June 4 in the two upper halls of the Library.

ALUMNAE NOTES

Engaged

'19 Amelia Henderson to Mr. John Merrill Baker, Princeton '16, Harvard Law '21.

'26 Catharine McGeary to Mr. Philip Hull Thomas, Yale '20.

'27 Amalie Traut to Mr. Donald Canfield.

'27 Eleanor Baton to Mr. Edwin F. Scheetz, Lehigh '24.

Married

'01 Marion F. E. Cooke to Mr. Warren Partridge. Address: 422 Gregory Avenue, West Orange, N. J.

'27 Judith Claire Stern to Mr. Jules Coulter Rosenberger, May 11, in Kansas City, Mo.

Born

'21 To Bess McFalls Clark, a son, Dunlap Cameron, April 9.

Died

'21 Wilhelmine Bayless Holm, May 6, in Isle, Minn.

COLLEGE NOTES

On Monday, May 28th, the sophomores gave a tea at Tower Court for the refreshment of the seniors after the *Generals*.

The small pond with its polka dot island that makes scenery along the astronomy path is now dignified by a brilliant celluloid goldfish and one creamy white toy swan who have come to live in its slightly muddy waters.

To the sweetly sad harmony of *Mary Ann, The Sweetheart of Sigma Chi,* and *Did You Mean It*, the Quadrangle awoke from its slumbers on May 22nd to enjoy the tuneful efforts of ten slicker-clad youths from Cambridge. Long hours had these gentlemen practised in the Yard, and, so the story has spread, dodged many missles from their less artistically inclined friends, and many housemothers (ever mindful of more unfortunate attempts of last year) did they brave before they charmed the misty night air of Tower Court Hill and the Quadrangle with their violin, guitar and their close harmonic voices. With the haunting minor strains of *Good Night Ladies* the serenade was ended. Three roadsters drove slowly around the Quad and to the throaty *Good nights* of the serenaders, a hundred feminine *Good-byes* echoed back from the dormitories.

The College Press Board announces the election of Alice Murphy, '30, and Regine Pollack, '30, to its membership.

The officers of the Deutscher Verein for 1928-29 are:

President .....Jeanette Roman '29
Vice-President....Edna Lindemann '29
Secretary....Marian Hackenheimer '30
Treasurer.....Flavilla Morey '31

On Monday Wellesley held its breath and prayed for the safety of the Quadrangle domes when the Boston-New York airplane's motor developed engine trouble and the pilot tried to find a landing place on the college grounds. He finally came down across the railroad track and all of the college which was not forcibly detained by its instructors "hitched and hiked" it to the scene of the plane's dramatic landing.

On Sunday, May 27th, the old Village Juniors gave a breakfast for the incoming ones at Phi Sigma.

Engagements

'28 Frances Morrison to Arthur Black, Amherst.

'29 Frances Bean to Carl Elliot Shumway, Dartmouth '13.

'29 Beth Namack to Frank Affeld III, Cornell '26, Yale Law '28.

'29 Rosemary Wyman to Ralph Brown, Brown '22.

NEW STUDENT AGAIN DEVOTES SPACE TO VALUE OF SCIENCE

(Continued from Page 7, Col. 3)

tific investigation demands the continual reformulation of basic ideas, those concepts will be tentative and groping. The very essence of the scientific spirit is to be content with the progressive extension of knowledge, to demand no finality, but to trust hypothetical conclusions till better hypotheses are worked out, and to labor to find them. It is perhaps too much to expect many, even of the most intelligent, ever to make this experimental attitude a vital part of their lives. But we can at least reveal to them that there is such an attitude, and that it is fundamentally important for the continuance of our civilization and the meeting of its problems. A liberal education need not make scientists of students, but it should at the very least create in them a sympathetic understanding of the scientific enterprise itself. The first step would be for the teachers of science themselves to achieve such an understanding. If they cannot or will not, if they remain the taskmasters in a narrow field, then others will have to do it for them. For science is too important a tool to remain much longer beyond the grasp of the educated man."

HIGH SCHOLARSHIP MEN HOLD BEST BUSINESS JOBS

That high scholarship does have a direct relationship with later success in business has recently been proved by the personnel department of the American Telephone and Telegraph Company. Their charts show clearly that the men who have been good students at college have done better work in business, that in general the men who stood in the first third of their college class were most likely to be in the highest third of the salary group. They also show that the first tenth in a college class have four times the chance to get into the highest salary group than the men who stood in the lowest third of the class.

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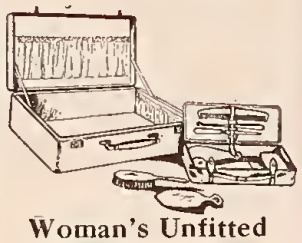

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